2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: __ Elementary __ Middle _X_ High _ K-12

Name of Principal Mr. Mark T. Lee

Official School Name Pella Community High School
(As it should appear in the official records)

School Mailing Address P.O. Box 468, 212 East University Street
(If address is P.O. Box, also include street address)

Pella IA 50219-0468
City State Zip Code+4 (9 digits total)

County Marion School Code Number* 5166

Telephone (641) 628-3870 Fax (641) 628-9319

Website/URL http://www.pella.k12.ia.us/hs E-mail pchsmtl@pella.k12.ia.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

_____ Date_____
(Principal's Signature)

Name of Superintendent Mr. Mark J. Wittmer

District Name Pella Community School District Tel. (641) 628-1111

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date_____
(Superintendent's Signature)

Name of School Board President/Chairperson Mr. Myron Linn

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date_____
(School Board President's/Chairperson's Signature)

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)

2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.

3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award.*

5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.

7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
   - 3 Elementary schools
   - 1 Middle schools
   - NA Junior high schools
   - 1 High schools
   - _____ Other
   - 5 TOTAL

2. District Per Pupil Expenditure: $5,413

   Average State Per Pupil Expenditure: $6,455

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

   [ ] Urban or large central city
   [ ] Suburban school with characteristics typical of an urban area
   [ ] Suburban
   [X] Small city or town in a rural area
   [ ] Rural

4. 18 Number of years the principal has been in her/his position at this school.

   N/A If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				**7**			
K				**8**	1	1	2
1				**9**	83	92	175
2				**10**	92	80	172
3				**11**	74	64	138
4				**12**	96	80	176
5				**Other**			
6							
		TOTAL STUDENTS IN THE APPLYING SCHOOL →					663

6. Racial/ethnic composition of the students in the school:

93 % White
1 % Black or African American
2 % Hispanic or Latino
4 % Asian/Pacific Islander
0 % American Indian/Alaskan Native
100% Total

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 7.8 %

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year.	17
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	35
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	52
(4)	Total number of students in the school as of October 1 (same as in #5 above)	663
(5)	Subtotal in row (3) divided by total in row (4)	0.078
(6)	Amount in row (5) multiplied by 100	7.8

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient
Number of languages represented: Nine languages are spoken in homes of Pella High School students
Specify languages: English, Spanish, Portuguese, Chinese, Dutch, Vietnamese, Pilipino, Cambodian, and Laotian

9. Students eligible for free/reduced-priced meals: 13 %

Total number students who qualify: 83

10. Students receiving special education services: __10____%
__64___Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

__1_Autism	__1_Orthopedic Impairment
____Deafness	__3_Other Health Impaired
____Deaf-Blindness	_49_Specific Learning Disability
____Hearing Impairment	____Speech or Language Impairment
__1_Mental Retardation	__2_Traumatic Brain Injury
__3_Multiple Disabilities	____Visual Impairment Including Blindness
__4_Emotional Disturbance	

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-time	**Part-Time**
Administrator(s)	___3___	_____
Classroom teachers	___34___	___1.33_
Special resource teachers/specialists	____4___	_____
Paraprofessionals	____7___	_____
Support staff	____3_ _	___.45_
Total number	___51_ _	_ _1.78__

12. Average school student-"classroom teacher" ratio: __18.1__

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state.

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	95.9%	94.5%	94.1%	93.9%	95.6%
Daily teacher attendance	95.4%	95.5%	94.4%	94.4%	94.5%
Teacher turnover rate	4.9%	12.5%	10%	10%	7.9%
Student dropout rate (middle/high)	.4%	.8%	.8%	2.0%	2.0%
Student drop-off rate (high school)	.6%	.6%	1.4%	3.0%	1.7%

No statistically significant differences exist between dropout and drop-off rate.

Part III Summary

Mission: "Pella Community School District's mission is to maximize life's chances for every child."

Vision:

- All students will make growth regarding established standards and benchmarks and performance expectation.
- An increasing number of students will meet the defined success criteria.
- Professional growth will use research proven strategies to collaboratively address identified student achievement needs.
- There will be alignment between success criteria, teaching, assessment, and grading. Grading and reporting procedures will clearly communicate this alignment to parents, students, and community members.

High Expectations & Academics:

Pella Community High School is a comprehensive school that has made efforts to motivate students to achieve at a high level. There is an expectation that all programs will be excellent in what they offer our students. For example, during the last four years Pella High has seen an exponential growth of students enrolling in college credit courses. This is the result of a successful plan to offer 13 college courses on campus plus five Advanced Placement classes. Upper classmen have been challenged and motivated in the classroom.

The Whole Child:

Efforts have been made to allow students to participate in as many activities as possible. We discourage specialization, where a student might only participate in one sport or one music program. We believe in the development of the "whole child," and that students must be able to successfully pursue all of their interests. This requires that all teachers, coaches, directors, and sponsors work together. It is their cooperation, which makes it possible for students to successfully perform in multiple activities, often at the same time/season during the year. Pella High is successful because of its outstanding academic and extracurricular programs.

Special Services:

Pella High has a special education department that serves students with wide-ranging academic and behavioral disabilities. The SWISH (student at-risk) program focuses on interventions that will assist students who, for a variety of reasons, are in danger of not graduating. Personal and career guidance programs assist all students in planning for the future.

Extra-curricular programs:

Pella High offers a wide range of opportunities for student involvement outside of the regular school day. The list includes: music (band, vocal and orchestra), athletic (17 teams, cheerleading and drill team), drama, speech, FFA, FHA, TSA (student technology association). Student achievement has not been limited to the classroom. Athletic teams have won 49 conference championships in the last nine years. Instrumental music has earned 31 consecutive Division I ratings, with their last out-of-state marching band performance being in the Tournament of Roses Parade. State awards have been earned in many of the above programs.

Part IV – Indicators of Academic Success

1. District Assessment Results

One of the key indicators of success used by the school system is the Iowa Test of Educational Development. This test is scored using a large group of students across the nation to develop the expected scores or norms. These norms are divided into three levels of performance. The top 10 percent of the students are scored as advanced, the next 50 percent are scored as proficient and the lowest 40 percent are scored as less than proficient.

The reading tests are comprehension based and intended to determine if the students have the life skills necessary to comprehend written materials for success in college and in the world of work. Nationally, one would expect 60 percent of the 11th grade students in a school to reach a score of proficient or higher on these tests. In the state of Iowa, approximately 77 percent of the students reach this level. During the 2003-2004 testing period, 95.5 percent of the 11th grade students in our high school reached this level of performance. Also exciting was the fact that 39.1 percent of Pella High 11th grade students scored in the advanced category that only 10 percent reach nationally.

The Iowa Tests of Educational Development in math use the same process as reading to establish performance expectations in three levels. Our students reached a score of proficient or higher 91 percent of the time in 2003-2004 with 42.1% reaching the advanced score achieved by only 10 percent of the students in the nation. We have been able to see students grow and achieve in these areas over a period of years.

Sub-group data has not established large degrees of disparity among our students. Our low socio-economic students sometimes trail slightly behind students not in economic need. This was not the case in reading during 2003-04 when 100 percent of our low socio-economic students achieved a score of proficient or higher. Our largest performance gap is with our students with special education needs. These students were 75 percent proficient in reading while 50% were proficient in math during the last school year. Many interventions are in place to meet the needs of these students. These programs include an after-school program for freshmen to assure that homework is completed and help is provided for students having difficulty. Tutoring services are provided on our campus for some students through a partnership with a local college. These services are very valuable for a specific target group of students in our district. We continue to monitor these student disparities to see what interventions are the most effective.

Iowa school comparisons can be obtained at http://www.iowaschoolprofiles.com/profilesdist.asp This site can be used to compare schools and the scores that they have received on the Iowa tests.

Specific information about the Iowa Test of Educational Development may be located at http://www.education.uiowa.edu/itp/ited/ited_about.htm

2. Using Data to improve student performance

Teachers in the Pella Community High School use a variety of student achievement information to monitor and adjust to student performance. Building-wide scores are analyzed by a team of teachers called the "Data Mentors." These teachers are trained to interpret data and make instructional decisions based on it. The results of this analysis helps departments develop specific, measurable goals for improvement. Once these goals are in place, departments develop action plans, which drive the content of our staff development system. Teachers study and implement strategies and techniques designed to positively impact our areas of need. These action plans gain accountability through individualized professional growth plans for each teacher. This overall plan keeps our focus on improving the identified need and monitoring student progress throughout the process.

The Building Assistance Team analyzes individual student data. This group of teachers and administrators look at individual student scores to identify those who are in need of assistance and specific programming. Intervention programs are developed and monitored for these students to help work with them in their areas of need. These may take the form of individualized tutoring, after school homework referral for those who are not completing work, counseling services, or special education interventions. We strive to meet the needs of each child and monitor his/her progress through applicable data.

3. Communicating student performance

Communicating student performance to interested parties is always a challenge. We have worked in several different mediums including radio, newspaper, newsletters, web connections, and face-to-face meetings to make this possible.

Our web site (**www.pella.k12.ia.us**) contains a wealth of student performance information available to our community. This information includes charts of district-wide performance data as well as on-line connections to individual student grade book and attendance information. Parents are given individual passwords to access the student information where they can check on it anytime, day or night.

Our local radio and print media outlets are very responsive to distributing district performance information. This includes our own award-winning student newspaper that is circulated to all patrons in the district. All of these sources are readily available to publish new data whenever we have it available.

We also work face-to-face with various community groups to keep them informed. These include service groups such as Kiwanis, Rotary, Lions, parent-teacher organizations and school board advisory groups to share all data that we have available. This allows us to broaden our interpretation of the school performance and compare it to what is important to our local community.

4. **Sharing with other schools**

The Pella Community Schools personnel have been asked to speak at numerous events to share our overall intervention plans in the past few years. We have presented at the Winter Institute for the Iowa Department of Education, the Iowa Association of School Boards Convention, and the School Administrators of Iowa Summer Conference.

We have had numerous teachers share their successful techniques around the country at state and national conventions. These include the National Learning Disabilities Conference, the National Council of Teachers of English Conference, the Iowa Academy of Sciences convention, and at various national journalism events.

The district was featured nationally in the December 2002 issue of "The School Administrator" (pp. 16-18) for its work in targeted staff development training. This was a look at how the entire district examined data to determine its focus for continued school improvement.

The district also leads an initiative to change the way colleges prepare teachers for the work force. We are in our fourth year of a project with a local private college to develop a professional development school for pre-service teachers. Through offering these college students three-year internships with our professional staff, we are beginning to change the face of the first-year teacher to better benefit students in the first year of his/her career. These ideas have been shared at numerous events around the state.

Part V – Curriculum and Instruction

1. Core Curriculum

The Pella Community High School has a comprehensive curriculum designed to "Maximize life's opportunities for every child." Our goal is to prepare every child to move beyond high school and choose the next step of his/her life rather than being limited by educational background. This curriculum contains four core content areas, two foreign languages, physical education, and various vocational and fine arts offerings.

Language Arts – All students take an extensive literature sequence before branching out into various other language arts electives. Our focus is to teach students to:

- comprehend and interpret the works of others, and
- effectively express themselves in the written and spoken word.

Students have the option of taking English Language AP and speech for college credit in this area.

Science – Our students experience a sequence of courses that focus on the process of scientific thinking and how it applies to situations in their lives. Students are taught how to use science knowledge and process skills to effectively function in problem solving situations at all levels of the science curriculum. This curriculum assures that all of our graduates will be headed into the world with these skills regardless of whether they intend to pursue a scientific career. Students have the option of AP Physics in this area.

Math – The math curriculum is an integrated math sequence that teaches the skills of algebra, geometry, and trigonometry each year of a three-year progression. All students take at least one year of this sequence in high school before continuing or moving on to math electives. Students in this area can receive college credit for discrete math and calculus.

Social Studies – Comprehensive coursework in American history, world history, geography, and government is required of all students. Students also elect to take other courses to deepen their understanding in this field. A keen focus on critical thinking for sequential problem solving is emphasized in this area. Students have the option of world history and psychology for college credit as well as three AP Government offerings.

Foreign Language - Students choose between Spanish and French in this area. Four-year programs are available in each with a balance between speaking the language and understanding the culture. This program has been recognized for its expertise in the Total Physical Response system of teaching foreign language through storytelling. College credit is offered for the fourth year in each language.

Electives - Four vocational strands expose students to various career opportunities. These areas include industrial technology, family and consumer science, agriculture, and business. We also offer students Microsoft A+ and Cisco networking certification courses for college credit. Students have the option of an advanced art program with the extensive exposure to digital graphics and a college credit course in art appreciation. Our music program includes band, orchestra and vocal programs that have been continually recognized for excellence.

2b. English Language Curriculum

The English Language Curriculum focuses on the application of literature to life in a way that allows students to increase comprehension and communication skills. This emphasis is appropriate to enhance the lives all students in a variety of careers.

We have selected two key focus areas for improvement over the past four years. These areas include vocabulary acquisition techniques and a writing plan that helps students with organization, word choice, sentence fluency, voice, and other areas that can be observed in good literature and writing.

The connection between vocabulary, writing, and reading ability is very evident in the performance of our students. It is also essential to help underachieving subgroups catch up to their peers. We have focused on these areas in staff development and applied them in our classroom instruction while monitoring student performance. The results have been promising.

Even with our success, we have found a specific group of students who were not being served adequately. We responded this year with a focused course for freshmen on reading skills. The course teaches the skills necessary to learn comprehension skills necessary for life. Students are reporting more engagement with the materials, and we are seeing documentable growth in reading speed, accuracy, and comprehension. This effort, along with continued support services of the special education teachers, is helping to reach the group that is still below grade level.

3. Math Curriculum

The Pella High School integrated math curriculum is a focused effort to give students the understanding of the interconnected nature of mathematics and how it applies to daily life. Teaching all areas of math in an integrated fashion every year accomplishes two things. It aids students in making connections between the different realms of the math world, and it gives all students exposure to all forms of mathematics. This prepares them for later course work in math and science as well as a variety of careers.

While overall performance has been high, teachers have seen the need to intervene in two areas. Many of our students need to improve basic computation ability. Every level of mathematics instruction at the high school has implemented a plan to do more deliberate, focused instruction on the frequent practice of math computation. This practice is monitored through assessment procedures to identify the success of the program and the needs of specific students.

The second intervention has been to develop a targeted course for students who do not have a sufficient background to master the abstract connections that must be made to integrate math instruction. Students identified for this course build their skills over a year of instruction before returning to the Math I integrated course in their 10^{th} grade year.

4, Instructional Methods

Our staff has been diligent about applying the most effective instructional methods available to them. Some that have been effective in impacting student performance are noted.
Problem solving - Focusing on how to use information in real-life scenarios rather than just memorizing it for points on a test has been the driving factor in our staff development for four years. Teachers build instruction around different points of view, basing opinion on fact, and considering the consequences of decisions before they are made.
Comparing and Contrasting - This strategy has been quite effective in a number of different fields of study. It aids in making connections to previous knowledge to build understanding.
Cooperative Learning - Our teachers are very skilled in truly using cooperative learning to expand thought and construct meaning. Units structured in this way are very thought provoking and steer clear of the activity mania that can sometimes occur.
Computer Aided Instruction - Teachers have learned a variety of ways to implement web-based resources effectively into our curriculum. We are using research sites, bridge construction software, probes to perform scientific measurement, and on-line course designs to conduct academic discussions of environmental and bioethical issues. Our staff is very active in the use of publishing and presentation software, digital graphics, and a variety of applications that make traditionally dry topics come to life.

5. Professional Development Program

The staff development program is data driven and focuses on specific departmental needs to impact student achievement. The overall goal of staff development is to improve the base skills that students need to become effective problem solvers. We have defined those skills in three areas:
Reading Comprehension – Students must attain a certain degree of proficiency in all areas of comprehension to allow them to be successful and maximize their opportunities. Departments have continued to study what good readers and writers do and implement those strategies in their classrooms. This has been measured through vocabulary acquisition, reading comprehension probes, and writing samples.
Problem Solving – Students need to be able to solve problems using various strategies. Science, social studies, math, and vocational teachers continue to study and use problem-solving strategies in their daily work. They measure student proficiency to see if they are making progress in these areas.
Computational Skills – Teachers are very aware of the need for frequent practice that holds students accountable for mastery of computational skills. Math teachers have studied the best ways to impact students in this area and are monitoring the impact on students.

Teachers work on these strategies through staff development sessions and study groups throughout the school year. They have departmental action plans with measurable goals that drive the effort. The final step is the individual professional growth plan for each teacher. These focus the efforts of our staff to impact student performance.

PART VI - PRIVATE SCHOOL ADDENDUM - NA

PART VII - ASSESSMENT RESULTS

Subject Reading Grade 11 Test ITED

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	May	May	May	May	May
SCHOOL SCORES					
% At or Below Proficient	5	10	8	12	27
%At or Above Proficient	95	90	92	88	73
%At Advanced	39	31	44	27	20
Number of students tested	133	169	169	136	159
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. White					
%At or Below Proficient	5	9	8	12	27
%At or Above Proficient	95	91	92	88	73
%At Advanced	40	32	45	28	21
Number of Students Tested	125	159	163	125	150
2. Asian/Pacific Islanders					
%At or Below Proficient				10	
%At or Above Proficient				80	
%At Advanced				10	
Number of Students Tested	Less than 10	Less than 10	Less than 10	10	Less than 10
3. Black					
Number of Students Tested	Less than 10	Less than 10	Less than 10	Less than 10	Less than 10
4. Hispanic					
Number of Students Tested	Less than 10	Less than 10	Less than 10	Less than 10	Less than 10
5. Economically Disadvantaged					
%At or Below Proficient	0	23			
%At or Above Proficient	100	77			
%At Advanced	25	15			
Number of Students Tested	20	13	Less than 10	Less than 10	Less than 10
6. Students with Disabilities					
%At or Below Proficient	25	57			
%At or Above Proficient	75	43			
%At Advanced	0	0			
Number of Students Tested	12	14	Less than 10	Less than 10	Less than 10
STATE SCORES					
%At or Above Basic	22.	24.	25.	24	N/A
%At or Above Proficient	78	76	75	76	N/A
%At Advanced	19	19	18	19	N/A

Subject Math Grade 11 Test ITED

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	May	May	May	May	May
SCHOOL SCORES					
% At or Below Proficient	9	12	7	12	20
%At or Above Proficient	91	88	93	88	80
%At Advanced	42	41	40	31	36
Number of students tested	133	169	169	136	159
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. White					
%At or Below Proficient	9	13	6	12	20
%At or Above Proficient	91	87	94	88	80
%At Advanced	43	42	41	31	36
Number of Students Tested	125	159	163	125	148
2. Asian/Pacific Islanders					
%At or Below Proficient				20	
%At or Above Proficient				80	
%At Advanced				20	
Number of Students Tested	Less than 10	Less than 10	Less than 10	10	Less than 10
3. Black					
Number of Students Tested	Less than 10	Less than 10	Less than 10	Less than 10	Less than 10
4. Hispanic					
Number of Students Tested	Less than 10	Less than 10	Less than 10	Less than 10	Less than 10
5. Economically Disadvantaged					
%At or Below Proficient	10	15			
%At or Above Proficient	90	85			
%At Advanced	40	15			
Number of Students Tested	20	13	Less than 10	Less than 10	Less than 10
6. Students with Disabilities					
%At or Below Proficient	50	71			
%At or Above Proficient	50	29			
%At Advanced	0	0			
Number of Students Tested	12	14	Less than 10	Less than 10	Less than 10
STATE SCORES					
%At or Above Basic	22	21	25	24	N/A
%At or Above Proficient	78	79	75	57	N/A
%At Advanced	22	23	18	19	N/A

Subject Science Grade 11 Test ITED

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	May	May	May	May	May
SCHOOL SCORES					
% At or Below Proficient	10	7	7	6	24
%At or Above Proficient	51	49	39	56	48
%At Advanced	39	44	54	38	28
Number of students tested	133	169	169	136	160
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. White					
%At or Below Proficient	10	7	7	7	25
%At or Above Proficient	90	93	93	93	75
%At Advanced	40	45	55	39	29
Number of Students Tested	125	159	163	125	151
2. Asian/Pacific Islanders					
%At or Below Proficient				0	
%At or Above Proficient				80	
%At Advanced				20	
Number of Students Tested	Less than 10	Less than 10	Less than 10	10	Less than 10
3. Black					
Number of Students Tested	Less than 10	Less than 10	Less than 10	Less than 10	Less than 10
4. Hispanic					
Number of Students Tested	Less than 10	Less than 10	Less than 10	Less than 10	Less than 10
5. Economically Disadvantaged					
%At or Below Proficient	15	23			
%At or Above Proficient	85	77			
%At Advanced	30	23			
Number of Students Tested	20	13	Less than 10	Less than 10	Less than 10
6. Students with Disabilities					
%At or Below Proficient	67	63			
%At or Above Proficient	33	37			
%At Advanced	0	0			
Number of Students Tested	12	14	Less than 10	Less than 10	Less than 10
STATE SCORES					
%At or Above Basic	21.1	20.9	N/A	N/A	N/A
%At or Above Proficient	79	79	N/A	N/A	N/A
%At Advanced	23	25	N/A	N/A	N/A